

Migrant Labor in Vermont's Dairy Industry
Creating Educational Material for the Public

Middlebury College Environmental Studies Program

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Executive Summary

The ENVS 401 course is the capstone to the Environmental Studies major at Middlebury College. Through group project work and partnerships with local or state organizations, students in ENVS 401 grapple with Vermont's significant environmental issues. Our team project focused specifically on issues surrounding labor on Vermont dairy farms. Considering dairy operations account for 80% of Vermont's farmland, this industry is essential to maintaining Vermont's largely undeveloped landscape (Parsons 2010). However, the dairy industry depends on migrant labor for continued milk production. As scholar Susan McCandless states, "the enclosure, invisibility, and fundamental insecurity of contemporary Mexican migrant farmworkers in rural Vermont stand in counterpoint to their essential economic contribution to the industry most responsible for keeping the land open" (McCandless 2010). Migrant workers face a variety of issues in regards to their work, including long hours, below-minimum wage pay, and low-quality housing (lack of heat, cramped quarters, unsanitary conditions, etc.). They also are not fully integrated members of the Vermont community as many of them face a constant fear of detainment and deportation, thus limiting their mobility around the community and subsequently restricting their access to resources such as food and healthcare (Migrant Justice 2016).

We worked in solidarity with Migrant Justice, a grassroots organization seeking to "build the voice, capacity, and power of the farmworker community and engage community partners to organize for economic justice and human rights" (Migrant Justice 2016). Migrant Justice expressed interest in creating educational materials to combat the invisibility of migrant worker issues within Vermont. In seeking to reach the largest audience possible, our work culminated into two separate projects: curricula for grades K-12 in Addison County's public school system and a podcast to reach the general public.

Three units of curricula were crafted, each designed for a different age group. Each set of curricula utilizes a variety of mediums for learning – film, literature, photos, field trips, guest speakers, interviewing fellow students, etc. – to engage all different styles of learners. The elementary school curriculum (grades K-5) focuses on migration, farm workers, systems thinking, and the Vermont dairy industry. It relies heavily upon place-based and action-oriented learning and teaches how to respond thoughtfully, creatively, and nonviolently to large systemic issues. One lesson plan focuses on the life of César Chávez (a labor organizer and civil rights activist) and draws lines between historical events and present day issues. The middle school curriculum (grades 6-8) discusses immigration and migrant labor in Vermont. These lesson plans also discuss the history of migrant labor in the U.S., but focus largely on the specific challenges migrant workers face today. One of these lesson plans includes analyzing a short film, *Hide*, that depicts the working and living conditions of migrant workers in the dairy industry. The high school curriculum (grades 9-12) focuses on identity, along with labor and immigration policy. The goal of this curriculum is to help students understand the systemic obstacles that impact migrant workers and to introduce ways to combat these issues. The high school lesson plans emphasize large scale forces that influence the

lives of migrant workers—particularly public policies and personal identities—and introduces the notion of intersectionality.

The podcast was heavily influenced by the 2016 presidential election results. It focuses upon what President-elect Donald Trump's proposed policies may mean for migrant workers, how to be an ally of these workers, and why Migrant Justice is important in the present political moment. We sought to capture a variety of voices, and therefore we interviewed a farmworker and Migrant Justice organizer, a Migrant Justice Board member, an activist scholar from the University of Vermont, and a student of Middlebury College involved in JUNTOS (a farmworker-student solidarity network at Middlebury). Our podcast will be available through the Migrant Justice website and will potentially be shared on Middlebury College Radio, Vermont Public Radio, Addison Independent online, and through the aforementioned curricula. Through developing these projects, we were able to provide Migrant Justice with a valuable set of resources that will have a lasting impact, not only on the organization, but hopefully on the Vermont community at large.

List of Key Terms and Acronyms

- **ENVS 401:** Middlebury College Environmental Studies Senior Seminar, the capstone course for the Environmental Studies major which focuses on group projects that work with organizations beyond Middlebury College
- **IB:** International Baccalaureate, a curriculum guideline that focuses on social studies and science with mindfulness towards global relationships
- **ICE:** Immigration and Customs Enforcement
- **JUNTOS:** a student-run organization at Middlebury College that works to connect with and advocate for migrant laborers on dairy farms in Vermont
- **MJ:** Migrant Justice, a grassroots organization of migrant workers who organize to improve working and living conditions on Vermont dairy farms
- **NAFTA:** North American Free Trade Agreement, an agreement signed in 1994 between the US, Mexico, and Canada to promote economic development between the three countries
- **VPR:** Vermont Public Radio
- **WRMC:** Middlebury College Student Radio Station (91.1 FM)

Introduction

When one pictures the dairy industry, one usually thinks of the products: milk, cheese, yogurt, ice cream, whipped cream, butter, etc. People rarely consider the labor involved in producing these foods; consumers fail to reflect on the individuals who work to bring these products to our homes. The dairy industry is deeply tied to Vermont's identity: 63% of the milk in New England comes from Vermont and 80% of Vermont's farmland is used by dairy farms (Parsons 2010). Vermont is valued for its underdeveloped, pastoral aesthetic, which can largely be attributed to the prevalence of dairy farms throughout the state (McCandless 2010). Since the dairy industry depends on migrant labor for continued milk production, migrant farmworkers are intrinsically tied to the preservation of the Vermont landscape, and in turn, Vermont's natural environment and identity (McCandless 2010). As scholar Susan McCandless (2010) states, "the enclosure, invisibility, and fundamental insecurity of contemporary Mexican migrant farmworkers in rural Vermont stand in counterpoint to their essential economic contribution to the industry most responsible for keeping the land open."

There are about 6,000-7,000 people working in the dairy industry in Vermont, which is significant because Vermont's total population is only about 626,042 (Vermont Dairy Promotion Council 2015; United States Census Bureau 2016). Changes in the dairy industry have altered the makeup of the workforce. The number of farms has decreased from 11,000 farms in 1947 to 868 farms in 2015 (Bolduc 2008; Vermont Dairy Promotion Council 2015). Over the past 50 years there has been a consolidation of farms and an increase in farm size. This can be largely attributed to the decrease in milk prices: small farms go out of business when milk prices dip below production costs, large farms buy these smaller farms, and subsequently, the number of dairy farms drops while the size of these farms increases (Parsons 2010).

As farm sizes grow, farmers are pressured to find more labor. There are approximately 1500 migrant workers in Vermont, many of which work in the dairy industry (Migrant Justice 2016). Dairy is a year-round industry, and since there are no work visas available for year-round agricultural workers, many dairy farmworkers are undocumented (McCandless 2010). According to a Migrant Justice farmworker-to-farmworker survey and research conducted by Susannah McCandless and Ken Picard, farmworkers work 60-80 hour weeks, live in isolation, and are excluded from many workers' and housing rights organizations because of their immigration status (Migrant Justice 2016, McCandless 2010; Picard 2003). Workers fear leaving their housing at the farm because of the possibility of being racially profiled and deported by Immigration and Customs Enforcement (ICE). ICE is particularly active throughout Vermont, as it is a border state. The zone that immigration policing is allowed to survey extends 100 miles south of the Canadian border (McCandless 2010). Fear of deportation and detainment prevents migrant workers from accessing basic resources, such as the grocery store, the bank, the hospital and even visiting nearby friends and family (Migrant Justice 2013). Workers spend much of their free time in the housing provided by the farms, but these structures are often not suitable for long-term housing: there is a lack of space, poor insulation, and low-quality, malfunctioning utilities (S. Knight, personal communication, November

29, 2016). While farmers are sometimes demonized in these situations, downward financial pressure is often what pushes them to make these difficult decisions (Leavitt 2014).

Responding to the human rights violations that migrant farmworkers in Vermont face, several farmworkers founded Migrant Justice, a grassroots organization based in Burlington. Their mission is “...to build the voice, capacity, and power of the farmworker community and engage community partners to organize for economic justice and human rights” (Migrant Justice 2016). Examples of their successes in the past five years include: the ability for anyone living in Vermont to obtain a driver’s license, statewide adoption of bias-free policing policies, and the movement for “Milk with Dignity” campaign in partnership with Ben & Jerry’s. “Milk with Dignity” is a campaign that works directly with Ben & Jerry’s—and soon hopefully other companies—to enforce standards, set by the workers themselves, for their milk providers that will ensure the human rights of workers on the dairy farms.

Our group this semester worked in solidarity with Migrant Justice on two interconnected projects to address the invisibility of migrant worker issues in Vermont. Migrant Justice was interested in creating educational materials in order to bring dairy workers’ issues into the public consciousness of Vermont. We crafted curricula for K-12 schools in Addison County to educate about migrant worker issues, immigration and Migrant Justice, and a podcast that addresses allyship and the significance of Migrant Justice in the present political climate. We developed these projects in partnership with Marita Canedo, the Outreach Coordinator at Migrant Justice.

Methods

Our process for creating educational resources about Migrant Justice involved two sub-projects: making curricula for grades K-12 and producing a podcast for the public. As students at an elite liberal arts school, we have access to a unique set of resources that allowed us to complete our project goals. Our positionality helped facilitate our initial partnership with Migrant Justice and gave us tools to create educational materials for the organization. The resources we have access to at Middlebury College include professors in educational studies, research databases, editors with Vermont Public Radio, and student-run advocacy groups. For example, we used connections already established by Middlebury College to contact educators and to disseminate our curricula within public schools in Addison County. This was one of the most significant benefits from our position as college students since we were able to expand on work already started by Migrant Justice and to help our products reach a broader audience.

Curricula

To create curricular materials for grades K-12, we researched existing lesson plans and migrant labor in Vermont. Throughout this entire process, we prioritized regular communication with Migrant Justice in order to be mindful and effective allies. One person in our group maintained steady communication with Marita Canedo, our point of contact with the organization. Marita

helped us access previous curriculum efforts that had been recently developed by graduate students from the University of Vermont. Building off this and Migrant Justice's work, we reviewed other examples of social justice-oriented curricula and youth education platforms from online resources. We held conversations with Migrant Justice leaders, professors at Middlebury College, and public school educators in Addison County. Lastly, more specific information about migrant labor in Vermont came from thorough research spanning academic literature, government resources, non-profit organizations, and news articles (see Appendix A for sources). Through these efforts, we were able to craft three separate curricula, one for elementary school students, another for middle school and high school students, and a supplement for high school students.

In creating the curricula, we chose to cover a specific topic for three separate age brackets. The first age bracket, grades K-5, focuses on migration and mindfulness. The second age bracket, grades 6-8, focuses on migrant labor on dairy farms in Vermont. The third and final age bracket, grades 9-12, focuses on labor and immigration policy. We selected these topics knowing that teachers would be more likely to use a clear and concise lesson plan; therefore, we tried to base each of these curricula on a core concept, with optional supplemental information and activities. In addition, we made sure to rely on a wide range of activities that appeal to different learning styles, such as analyzing media, small-group discussions, and reflective writing prompts. We divided these topics into separate age brackets so that students progressing through Vermont's public school system would be exposed to age-appropriate information, with the lessons building on each other over time. To ensure each core concept was age appropriate, we cross-referenced existing curricula on similar topics and researched the state and national educational standards and learning objectives for different grades.

Distributing curricular materials throughout the Vermont public school system presented a unique set of challenges due to national standards for education and teacher compliance. We wanted our project's impact to last beyond the scope of ENVIS 401, so we used several strategies to ensure its continued salience and accessibility. We decided to focus on Addison County schools for their proximity to Middlebury College along with the fact that Addison County is predominantly an agricultural landscape and is one of the dairy capitals of Vermont. In addition, Addison County public schools will adopt the International Baccalaureate program in the fall of 2017, and our curricula will be easily incorporated into it, since the IB program emphasizes global citizenship and is action-oriented. In order to disseminate our curricula into schools, we emailed Middlebury College professors in the Education Studies Department along with Addison County public school principals and teachers. By holding a meeting with local teachers to present our work, we aimed to inspire educators in Addison County to adopt our lesson plans and share them with other teachers throughout Vermont. Lastly, we made our lesson plans available for anyone to download from the ENVIS 401 website and Migrant Justice's website.

Podcast

In crafting the podcast, we first researched podcast production techniques through online resources such as NPR podcast archives, Transom (an online resource for people to showcase and

workshop pieces for new public radio), and Third Coast International Audio Festival (an online audio library). After we participated in a podcast workshop with Angela Evancie, a digital editor for Vermont Public Radio (VPR), we remained in contact with her to receive advice and to discuss the possibility of airing our podcast on VPR. We then collected the necessary high-quality recording equipment and reviewed appropriate interview techniques – how close/far to hold the microphone from the person, the importance of room tone and ambient sound, and how to eliminate excess noise. We made a list of questions (both in English and Spanish), shared them with Marita, and began scheduling interviews with farmworkers she recommended we contact. However, we found scheduling interviews to be challenging, as the workers we reached out to had very busy schedules and maintaining communication was difficult. Furthermore, the results of the presidential election had a huge influence on our podcast.

Our project began before the presidential election took place, and while our original plan for the podcast involved profiling Migrant Justice organizers, the focus of the podcast shifted upon the election of Donald Trump. On his website, President-elect Donald Trump promises to “End catch-and-release. Under a Trump administration, anyone who illegally crosses the border will be detained until they are removed out of our country” and to “Begin working on an impenetrable physical wall on the southern border, on day one” (Trump, D.). Because of these and other claims, Migrant Justice has experienced a newfound urgency in building the power of farmworkers. A dairy worker and organizer on the Migrant Justice Farmworker Coordinating Committee, stated, “Now more than ever we must unite in the struggle for justice” (Migrant Justice 2016). However, the difficulty we had scheduling the interviews before the election seemed to amplify in the aftermath of Trump’s win. Migrant workers wanted more anonymity and one farmworker who was originally open to being interviewed became hesitant and asked not to participate. We thus shifted our podcast’s focus to allyship – what it means to be an ally, why Migrant Justice’s work is so important in this present moment, and how people can act in solidarity. We chose to share a variety of voices, and interviewed a farmworker and Migrant Justice organizer, a Migrant Justice Board Member, an activist scholar, and a Middlebury student involved in JUNTOS (a farmworker-student solidarity network) (Table 1). After conducting these interviews, we edited and pieced together the interviews using Adobe Audition CC, an audio editing software. Our distribution options include WRMC (the Middlebury College Radio Station), the Migrant Justice webpage, Vermont Public Radio, and as a supplement to our K-12 curricula.

Table 1. List of people interviewed for the podcast.

Enrique (Kike) Balcazar	Migrant Justice farmworker organizer and former dairy worker.
Teresa Mares	Assistant professor of Anthropology at UVM. Her research interests focus on Latino/a migration in the United States, food security, sustainable food systems, and food movements.
Sylvia Knight	Long-time member of Migrant Justice’s board.
Jessica Gutierrez	Middlebury College student involved in JUNTOS.

In addition to creating educational materials about migrant labor on Vermont's dairy farms, we helped Migrant Justice gather information about the milk lifecycle. Since the dairy market lacks transparency, we used our position as college students to survey farmers and learn the specifics of where they sell their milk. Generally, this information is not made available to the public. For information about the milk lifecycle and the presence of migrant labor on Vermont dairy farms, we generated questions for a survey distributed by another group in ENVS 401 so that we could have a more complete picture of the dairy industry. These questions we asked were: 1) To whom do you sell your milk? A co-op? Directly to a brand? If so, what co-op/brand? 2) How many people do you have working in the milking parlor on a typical day? 3) How many people do you have working on the farm in total? Of those, how many are non-family members? By having another group reach out to dairy farmers throughout Vermont, we were able to gather primary-source information that we distributed to Migrant Justice and incorporated in our curricula.

Migrant Labor Curricula Overview

We created curricular outlines for elementary school, middle school, and high school students. In each of these outlines, we drafted unit plans that teachers can use in their classrooms to guide discussions about migrant labor on Vermont's dairy farms. The objective of this approach was to address multidimensional elements of learning that use supplementary material that builds upon previous curricula.

The elementary school curriculum revolves around the ideas of migration and mindfulness. The topic of migration and mindfulness seeks to educate elementary school students about developing empathy, contemplating fairness, and responding with non-violent and thoughtful action towards injustice. This provides young students with a strong base of knowledge that will make them more aware of migration in the US and will teach them how to discuss the topic in an appropriate manner.

The middle school curriculum focuses on the topic of migrant labor on dairy farms in Vermont. By teaching middle school students about the history of migrant labor in the US, the role of migrant workers in Vermont, and the challenges migrant workers face in Vermont, this curriculum will provide students with a comprehensive view on immigration and the lives of migrant workers.

The high school curriculum is an extension of the middle school curriculum. With a focus on policy and action, especially as students near the voting age, the high school curriculum targets the importance of migrant workers in Vermont's dairy industry, the intersectionality of identities of migrant workers, and how migrant workers lack power in existing political structures. This provides students with a more advanced understanding of migrant labor in Vermont by directly addressing the role one's identity plays in shaping the way immigration and labor policies affect their life.

Overall, the curricula seek to have students develop ideas about migrant labor, apply these ideas to the context of Vermont, evaluate the role of migrant labor on Vermont's dairy farms, and

communicate their findings with a broader audience. The overlap of these curricula build on each other for a student passing through Vermont's public school system. The reason behind this progression is to contextualize the many aspects of migrant labor in Vermont's dairy industry. Through this, students across grade levels will become more conscious of the issues migrant workers face on Vermont's dairy farms, and in turn, find ways to support migrant workers' human rights.

General Resources for Educators

Resources we found particularly useful for this proposal and curricula development will likely be of interest to teachers who wish to implement these plans, or wish to learn more about topics of migrant labor and Vermont dairy. We acknowledge and praise the impressive work that has been done to integrate social justice education into schools across the country. The resources represent thoughtful, holistic approaches to educating students of all ages on these topics. Additionally, these resources were immensely helpful in educating ourselves about migrant workers, Vermont dairy, and educational approaches. A complete list of resources is provided in Appendix A.

The Proposed Curriculum

The information below is intended to be a guideline for educators. All lessons and activities can be adapted to particular classroom's needs. Our central aim with these curricula is that students of all ages and backgrounds develop a comprehensive understanding of migrant workers in Vermont's dairy industry. Learning outcomes should be unbiased, considerate of different perspectives, culturally appropriate, and non-discriminatory. For ideas about anti-bias teaching techniques, please refer to this presentation created by Teaching Tolerance:

<http://www.tolerance.org/sites/default/files/general/PDA%20Critical%20Practices.pdf>

For each of our proposed lessons, begin each class by having every student fill out a Knowledge Assessment Form (Table 2; full version available in Appendix B):

Table 2. Knowledge Assessment Form.

What I think I Know	Confirmed	I Don't Think This Anymore	Exciting New Information	Wonderings

These Knowledge Assessment Forms provide opportunities for personal reflection at the beginning and end of a lesson. Students will be challenged and encouraged by their preconceptions, new knowledge, and ideas for action. Monitoring these changes in perception is not only helpful for the teacher, but it also reinforces knowledge in the student.

Following, you will find unit plans for elementary, middle and high school levels. We have formatted them to stand alone, external to this report's entirety, so that they may be easily used by teachers.



Level 1. Elementary School

Lesson 1. Understanding Migrant Labor: César Chávez and Vermont Dairy

Students use resources to connect the life of César Chávez to current events in Vermont. Students will develop an understanding of how non-violent protests can lead to change. They will learn about working and living conditions of farmworkers in Vermont in addition to the life of farm workers decades ago. Students will connect their lessons from César Chávez to better understand the complex lives of migrant farmworkers in Vermont's dairy industry. Students will contemplate collective action, nonviolent reform, and generate plans to incite change. This curriculum is intended to flow from lesson to lesson, and should be implemented as a unit.

Grade: 2-5

Concentration Area: Civics; History

Time Required: 4-5 days for entire lesson

Materials:

Krull, K. 2003. *Harvesting Hope: The Story of César Chávez*. Harcourt Inc.: New York.

Or: Adler, D. 2011. *A Picture Book of César Chávez*. Holiday House: New York.

Paper, pencils, markers, chalk

Map of the Americas

Projector or whiteboard

Vocabulary list and activities (provided at the end of this lesson; L1.L1.A1)

César Chávez Concept Map (provided at the end of this lesson; L1.L1.A2)

Photos of Migrant Workers (provided at the end of this lesson; L1.L1.A3)

César Chávez Bio Notes (provided at the end of this lesson; L1.L1.A4)

César Chávez Discussion Facilitation Worksheet (provided at the end of this lesson; L1.L1.A5)

Common Core Standards:

This lesson plan can be used to fulfill an array of standards in the Literature, Informational Text, Speaking & Listening, Language, and Foundational Skills. Some potential standards to target include:

CCSS.ELA-LITERACY.L.3.4 and 3.4D: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies; Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

CCSS.ELA-LITERACY.L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

CCSS.ELA-LITERACY.RL.3.1 and 3.3: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CCSS.ELA-LITERACY.SL.3.1 and 3.2: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.; Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA-LITERACY.SL.4.1 and 4.4: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly; Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.RI.4.2 and 4.3: Determine a theme of a story, drama, or poem from details in the text; summarize the text; Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-LITERACY.RI.4.3, 4.7, 4.9: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.; Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears; Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Preparation:

Select a book to read:

- Krull, K. 2003. *Harvesting Hope: The Story of César Chávez*. Harcourt Inc.: New York.
- Adler, D. 2011. *A Picture Book of César Chávez*. Holiday House: New York

Select one of these two videos:

- Logan V. 2011. "Invisible America."
<https://www.youtube.com/watch?v=l5QFm0qeAlk&t=4s>
- CNN. 2016. "Local Workers' Won't Do This Dirty Job."
<https://www.youtube.com/watch?v=txFnc6g5tRw>

Select one of these short films:

- Seeker Daily. 2015. "Would America's Farms Collapse Without Immigrants."
<https://www.youtube.com/watch?v=aXP9c99S0sc>
- Bio. 2014. "Mini Bio, César Chávez." <https://www.youtube.com/watch?v=Ns5NMHTk-yY&t=25s>

Find a current events article related to farming conditions for migrant workers in Vermont to share with students. Review the Migrant Justice website (www.migrantjustice.net) and search online for age-appropriate, current articles and videos. Be mindful of biases in these works. Watch out for outlandish media games and rhetoric; look for neutrality and honesty as best you can.

Ideas for articles include:

- DaSilvia, S. 2016. "Migrant Justice: Our Entire Community Feels Fear." *My Champlain Valley*.
<http://www.mychamplainvalley.com/news/migrant-justice-our-entire-community-feels-fear/608067673>

- Bodette, M. 2016. “Children of Migrant Workers Face Unique Pressures in Vermont.” *Vermont Public Radio*. <http://digital.vpr.net/post/children-migrant-workers-face-unique-pressures-vermont#stream/0>

Print a packet for each student on César Chávez that has: current events article(s), vocabulary list (L1.L1.A1), and César Chávez bio notes (L1.L1.A4). Preview the book to plan where to pause and discuss. On a large wall, or on the floor, put a large map of the Americas. If you need a map, visit <http://nationalgeographic.org/maps/americas-mapmaker-kit/> for a free download. Color Vermont green and tape a picture of a cow and a couple workers on it. Color in Mexico and thumb tack a few pictures of migrant workers there (see L1.L1.A3 for images of migrant workers in Vermont).

Part 1: Introducing César Chávez

Procedure:

Introduce César Chávez and the book you decided on and give each student the packet you prepared for this lesson. This first introduction should emphasize reading for pleasure – encourage students to appreciate the book, hold it, thumb through it. Before reading, do a picture walk through of the book, considering the story told through illustrations. In pairs, students should discuss what they see in the illustrations as you turn the pages in front of the class. At the end, each student must report one thing that they observed in the illustrations.

1. Before reading the story, take the class outside (to a track, field, or playground). Walk with the students for 10 minutes. While you walk, tell them that a friend of yours has been treated very poorly at work. Her boss does not let her have lunch, and does not pay her enough money to afford a place to live – so she has to live with four other co-workers in a cabin without heat or running water. Explain to students that they are walking in honor of your friend, and ask them to reflect on how she may feel right now.
2. When you come back inside, pass out a piece of paper to everyone. Write “Imagine if…” at the top. Prompt students with the following: “Imagine if we just did that walk 1400 times in a row and walked across Vermont, sharing the story of my friend”
3. Ask them to draw or write their imagined experience. Would they be tired? Would your friend gain support from people around Vermont?
4. Come together and share the images or texts students created. Explain that this situation has happened many times; it is called a protest march. Tell students that the book you looked at earlier, and are about to read, is about the unique tale of César Chávez and his 340 mile march across California to protest the working conditions of farmworkers.
 - a. Clarify any uncertainties. These concepts are “big” and occupy a lot of physical and mental space (how to conceptualize 350 miles). Be sure students understand that they were mimicking a protest march, looking for more support for your friend. You could have them do a protest march through the school hallways, telling other people that they are protesting for better working and living conditions for your friend.

5. In small groups or as a class, read *Harvesting Hope: The Story of César Chávez* or *A Picture Book of César Chávez*. If reading aloud to the class, pause to cover vocab questions and to allow students to take notes after key points. Continue to check the list of predictions and add new ones.
6. After reading, ask students what new words they encountered and what strategies they used to figure out the meaning of these words. Create a flipchart with the words found, and strategies mentioned.
7. Point out to students that there is a group of words that might be unfamiliar to them in the book—words related to immigration. Even if students have seen or heard these words before, they might not know exactly what they mean.
 - a. Show students the Immigration map at <http://metrocosm.com/animated-immigration-map/> to emphasize the long history and importance of immigration in America
8. Discuss what a border is: an invisible line separating two countries. Ask them what they know about crossing borders. Are borders important? Why or why not? As you lead this conversation, be mindful that students have their own personal knowledge; respect their experiences and remember that this topic might be difficult for some members of your class. Words and concepts to discuss include:
 - a. Citizen: The people waiting at the border are not citizens, and that is why it is difficult for them to enter the country. Point to the figures you've taped on the map in Mexico. Explain to students that the line on the map is not a line we see or touch in real life. A person who is a citizen of a country usually lives there and has certain rights there, such as voting.
 - b. Green Card: You can live in a country without being a citizen. One way to do that in the United States is to have a "green card" / tarjeta verde, a card that says that you legally have the right to live and work in the United States. Some people come to a country and become citizens or get green cards later.
 - c. Immigration: When people leave one country to live in another, it's called immigration. César Chávez's parents immigrated from Mexico to Arizona.
 - i. Using the map at the front of the room, locate Vermont and point it out to students. Then, emphasize Mexico, where most migrant farmworkers come from. Draw a line connecting the two places. Ask students to write down words they associate with that travel (i.e. adventure, challenging, driving, walking, etc.).
 - d. Immigration Patrol: In the United States, the immigration patrol tries to keep people out of the country if they don't have the documents the government requires.
 - e. Migrant Worker: When people move from one place in order to work in another place. Some migrant workers have to move every couple months, bouncing from farm to farm as the crops change (harvest peaches in Georgia this summer, move to Vermont to pick apples in the fall). Moving from one place to another is a difficult thing for a family. Ask students if any of them have moved or if someone they know has moved.
 - i. Often, kids will have to attend more than five schools in one year because their parents follow the crops. Ask students: can you imagine what that would be like? How would you manage this?

- ii. César Chávez and his family also moved many times, traveling throughout California during the harvest season. César attended over 36 different schools.
9. Show students one of the two short videos provided in the “Preparation” section of this unit. Explain that migrant workers are not “one size fits all.” Some move to a place and work there for an extended period of time before returning home, rather than moving seasonally. This is the case for many workers in Vermont who migrate from Mexico to work on Vermont dairy farms.
10. If a post-reading discussion would be helpful, please see the Discussion Facilitation Worksheet at the end of this lesson (L1.L1.A5).

Part 2. Thinking about Prejudice

1. For review, ask students to brainstorm key concepts covered so far. Write down their list. If they have trouble, give them the explanation of a concept, and see if they can tell you the name of what you’re talking about (“what is it called when someone leaves one place to work in another?”).
2. Ask students to draw an image, or create a skit for each concept covered yesterday. They can go outside to use chalk, or give each student paper and markers. They have a list of terms in their unit packet. When everyone is done, share the pictures or skits. Ask students to explain why they illustrated the concept in this particular way. Do they have questions about these concepts?
3. Show one of the two short films from the “Procedure” section of this unit.
4. After the movie, ask students critical questions: What was daily life like for César? Would you like this lifestyle? How is his family similar or different from yours? Do you know anybody who lives this way? Have students ask these questions to their partner and have a more intimate conversation. Ask students to brainstorm how César solved his problems. What are his solutions to prejudice and hardship? Write each solution on a blank sheet of paper. Staple them together to make a “book of solutions” for prejudice.
5. For homework, students write a reflection on César Chávez, focusing on critical questions from above. If that is not age appropriate, ask students to think about and draw out their response to the following: put yourself in César’s shoes – How would you feel? What would you do? Encourage them to talk to their parents about this as well.

Part 3. Vermont Connections

1. Explain to students that their community is riddled with some of the problems explored yesterday. Working and living conditions for many Vermont farmworkers are not ideal or equitable. Students have the opportunity to work on an issue within their community that is unfair or involves negative conditions that can be improved.

2. Students should bring in an article about dairy farming in Vermont (or you provide them with an article you find, or their parents provide them with one). Ask students to exchange articles with a partner. Students might use highlighters for new vocabulary as they read. Use one color to highlight words they don't know, and another to highlight important points.
3. Discuss current farming conditions with students. Facilitate discussion about how adverse conditions affect workers and how migrating from Mexico would be very challenging (i.e. leaving behind family, physically crossing the border, finding new work, being isolated in Vermont).
 - a. Emphasize migration and geography using the map at the front of the room or on the floor. Move the images you printed from Mexico to Vermont. Make that distance relevant to them (It's like trying to secretly walk to Burlington 41 times).
 - b. Key points to emphasize about working conditions in Vermont:
 - i. Low pay
 1. 60% of migrant farmworkers are paid less than minimum wage.
 2. Explain to students that this makes life very challenging. It is harder to buy food, afford warm clothes, pay for electricity, or afford going to the doctors office.
 - ii. Long hours
 1. Farmworkers often work 60 - 80 hours per week.
 2. 40% of migrant farmworkers do not have one day off per week.
Remind students that they have two days off every week.
 - iii. Poor housing
 1. Some farmworkers live in housing without heat or running water
 - iv. Lack of recognition for their hard work and the fact that they maintain one of Vermont's most important industries.
4. Have students form groups of 3-4. Restate the conditions you just learned about and ask teams to brainstorm 3 possible solutions. How might students work towards a more equal system? What would make life more fair? Is there anything they can do to help?
5. Share and record student responses. As a class, see if there are any categories that the list can be organized into (nonviolent vs. violent/effective vs. ineffective).
6. Ask each group to create and perform a skit about their solution. Push them to really think about how their solution would play out in time/space. Who is involved? What are the emotions like?
7. For homework, students can read (or look at) comics from other sources documenting the life of César Chávez or other famous migrant worker stories. Ask students to write a paragraph explaining how these comics or the articles discussed in class relate to what they learned about César Chávez.

Part 4. Taking Action

Invite a representative from Migrant Justice to talk to the class about taking action and seeking change. Each student should prepare two questions for the guest. The students should determine a culminating activity or project with this migrant justice leader. Some ideas:

1. The class can create their own “union” to raise people's awareness about migrant farm workers and organize nonviolent reform techniques to try to improve the conditions. If they choose to do this, they could schedule times to teach other classes about their mission. Students can create posters to advertise their new union and hold an information session to other interested students or create membership cards.
2. Students can make a large mural to raise awareness about migrant justice. This mural can be displayed in the school cafeteria, where dairy is consumed, or in a public place (pending approval of town).
3. Students write letters to local politicians to urge action that improves conditions of migrant farmworkers.
4. Students make a video about the information they've been learning.
5. Class field trip to a dairy farm to meet a farm owner and see what a farm really looks/smells/feels like.
6. Students to write letters to Migrant Justice or migrant farmworkers, providing support, gratitude, and encouragement.

L1.L1.A1: Vocabulary List for César Chávez Unit

Immigration: to come into a country to live there.

Border: a line separating one country or state from another; a boundary between places.

Citizen: a person who legally belongs to a country and has the rights and protection of that country; a person who lives in a particular place.

Immigration patrol: police who monitor people who enter or exit a country. Immigration patrol checks for documents that prove you are a citizen. Immigration patrol is oftentimes at the border.

Migrant workers: a person who goes from one place to another to find work.

Labor union: an organization of workers formed to protect the rights and interests of its members.

Nonviolent reform: using non-aggressive techniques (such as strikes, protests, or boycotts) to improve the condition of a person, place, institution, or group.

Strike: to stop work in order to force an employer to agree to demands.

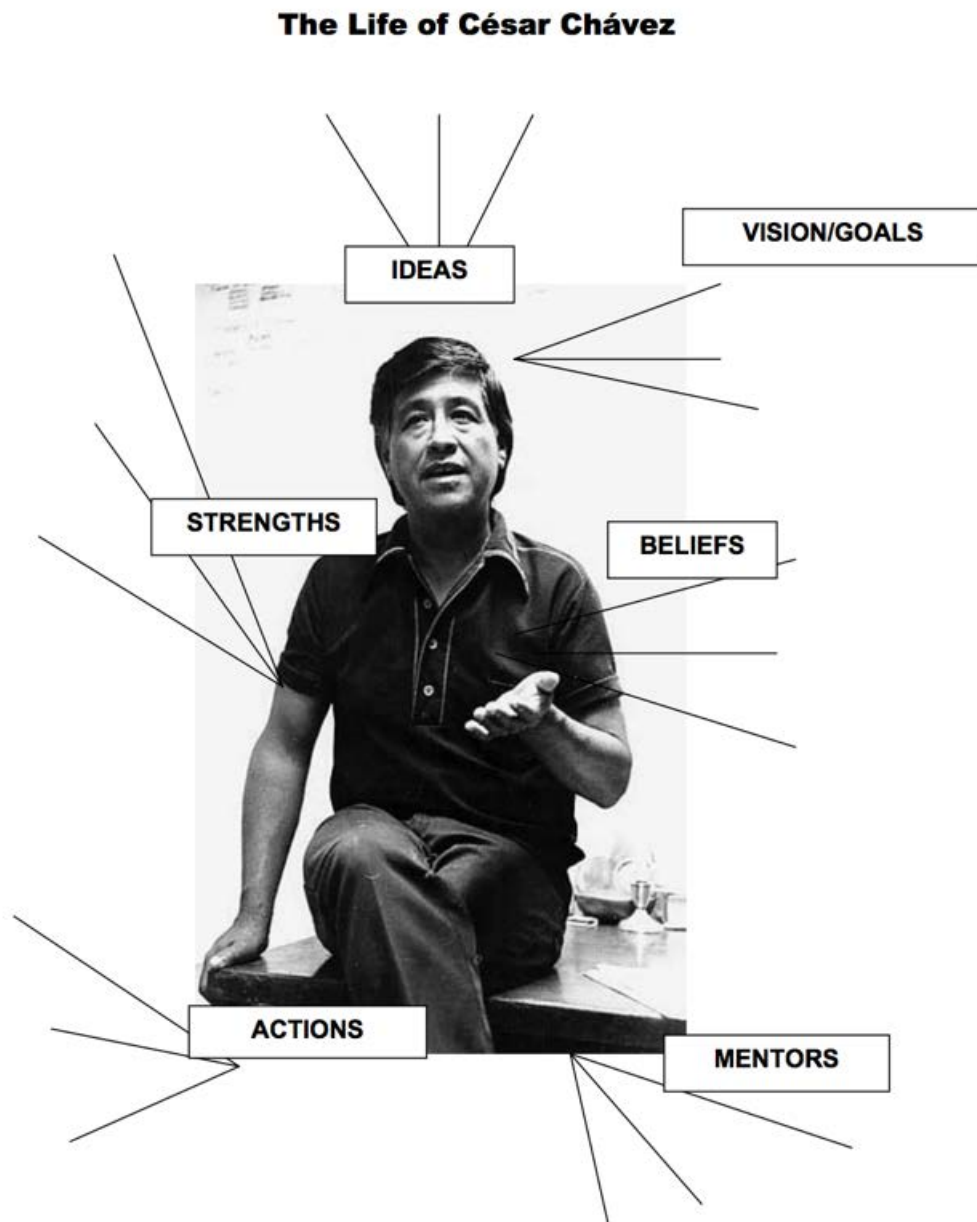
Protest: to show or express strong disapproval of something at a public event with other people.

Boycott: to refuse to buy, use, or participate in (something) as a way of protesting; withdrawing financial support.

United Farm Workers: a farmworkers union started by César Chávez to force farm owners to improve working and living conditions of farm workers.

Migrant Justice: A group formed in 2009 that works to improve working and living conditions for migrant farmworkers in Vermont dairy. Members of Migrant Justice organizes for human rights and fairness. It is a collaborative group of people, primarily made up of the farmworker community, who discuss, analyze, and envision solutions to various problems with Vermont's dairy industry.

L1.L1.A2: César Chávez Concept Map



L1.L1.A3: Photos of Vermont Dairy Workers¹



¹ More images can be found at <http://goldencageproject.org/>



L1.L1.A4: César Chávez Bio Notes²

CÉSAR E. CHÁVEZ (1927-1993)
Union leader; Civil Rights Leader; Spiritual Leader;
Environmentalist; Humanitarian; Activist for Social Justice



Introduction

César E. Chávez was a Mexican-American farmworker who became an influential union leader, civil rights leader, environmentalist, and humanitarian. He dedicated his life to bringing justice, dignity, and respect to farm workers. Chávez used nonviolent methods to fight for the rights of migrant farm workers in the Southwest USA. Remember, farm workers are people who do farm labor, moving from farm to farm as their work is needed. This is very difficult work that pays very little, and can be very dangerous due to the use of pesticides. Pesticides are chemicals that kill bugs and “pests” so that the crops are not disturbed. Pesticides can make people sick and can harm the environment, too.

He started a group to promote the rights of farm workers, and to fight for better working and living conditions. He led a nonviolent social movement to increase wages and improve safety conditions of farm workers, particularly arguing against the use of pesticides. His methods to advocate change included: strikes (when workers refuse to work until conditions are improved), nation-wide boycotts of agricultural products (the American public is asked to not buy certain products that farm workers were exploited to harvest), and hunger strikes (Chávez refused to eat

² These bio notes are from:

http://chavez.cde.ca.gov/ModelCurriculum/Teachers/Lessons/Resources/Biographies/Biographical_Sketch_4thGrd.a.spx and <http://www.enchantedlearning.com/history/us/hispanicamerican/chavez/>

until lawmakers voted for laws to improve the lives of farm workers). For these nonviolent efforts, he and his fellow protesters and union members were jailed many times.

He gained the support of citizens across the United States – inspiring others to work towards social change. He received numerous honors for his work including the Presidential Medal of Freedom Award, the highest honor awarded to a civilian, and the creation of a holiday and day of service and learning by the State of California.



Childhood

In 1927, Chávez was born on a small farm in San Luis, Arizona. His parents were Librado and Juana Chávez, and he had five siblings. In the 1880s, César's grandparents came to San Luis to escape poverty in Mexico.

His parents lost their land when César was 10 (1938, during the Great Depression), and were forced to become migrant farmworkers. For ten years, his family joined the 30,000 other migrant farm workers who traveled throughout California looking for work harvesting crops. They moved from town to town, following work opportunities. When they stumbled on a job, they lived in run-down shacks with no heat or running water.



When César was in eighth grade, his father was in a car accident. César quit school and began working full time in the fields to support his family. Farm labor was very difficult. Land owners demanded that workers use the short-handled hoe, so that they were close to the ground while thinning the plants. The short-handled hoe caused severe back pain. Often workers did not have access to clean water to drink, bathrooms, heat, or basic services. Farm workers had to work around dangerous pesticides. César worked long hours and felt that the bosses treated farm workers without dignity, as if they were not human beings. He knew this was not right. At this time, there were so many people looking for work that farm owners could treat workers however they wanted. If workers complained, they were fired.

Early Activism

After serving in the US Navy during WWII, César returned to labor as a farm worker in California. He married Helen Fabela in 1948 and they had 8 children. Chávez and Helen taught Mexican immigrants to read; they also helped new citizens register to vote. Chávez was greatly influenced by peaceful philosophy, and believed in fairness and equality for all people. In 1962, César Chávez, alongside other social activists, started a union called the National Farm Workers Association (NFWA), to fight for "La Causa" ("The Cause"). They organized strikes. There were many arguments between grape farm owners and the workers. Chávez and many union members were jailed in the struggle. Some agreements were eventually made between the farm workers union and the land owners. In order to force growers to further improve farm worker conditions, Chávez organized a nation-wide lettuce boycott.

In 1968, Chávez organized a five-year "grape boycott," a movement that urged people to stop buying California grapes until farm workers had contracts insuring better pay and safer working conditions. The name of the union was changed to the United Farm Workers (the UFW) in 1974. In 1978, when some of the workers' demands were met, the boycotts of lettuce and grapes were lifted.

A Lifetime Quest for Social Justice - Viva La Causa (Long Live The Cause)

Chávez's motto was "Si, se puede" (meaning "Yes, it can be done") and he proved it to be true. His work for the fair treatment of farm workers changed the lives of millions of people for the better.

After a lifetime of working for social justice, Chávez died of natural causes in 1993 at the age of 66. In 1994, he was awarded the Presidential Medal of Freedom (after his death). To this day, the UFW and Chávez's children and grandchildren continue his fight for social justice.

L1.L1.A5: César Chávez and Migrant Labor Discussion Facilitation

Below you will find thematic questions about Harvesting Hope and Migrant Labor. Where you would like to insert this discussion is up to you, but we suggest implementing it soon after reading so the themes are fresh in students' minds. If retention is not a concern, move further along in the unit so students have a better grasp on how this connects to Vermont.

Theme 1: Courage

Ask students to help you write a list on the chalkboard of what it means to be courageous. In his fight for justice, César told people that nonviolence took guts, and he refused to respond with violence whenever he or protesters were attacked. Encourage students to identify the nonviolent acts that César used in order to force changes. Engage in a discussion of César's strategy for fighting without violence. How can nonviolent acts take more courage than using violence? How can nonviolent actions be stronger than punches and bullets?

Have students discuss conflicts that may occur during their day at school or home. Choose three sample scenarios of conflict and discuss possible responses. Then role-play a nonviolent response.

Connect to Vermont: How do Migrant Justice's efforts to secure basic rights for farmworkers relate to the message of nonviolence and reform that César Chávez instigated? What conflicts may exist for dairy farmworkers and what are farmworkers doing to respond? Are farmworkers strong and courageous? What would make them stronger?

Theme 2: Family

In groups of three, students define what a family is. Through illustrations or words, students describe their understanding of family. César learned important lessons from his parents. His mother often cautioned him against fighting, urging him to use his mind and words to work out conflicts. From his father, who often made his family walk out of the fields when he felt they were being treated unfairly by the foremen or the growers, César learned to be persistent and fight for what he thought was right. César's sisters and brothers were his best friends, always playing and working together. Ask the class to write about the most important things that they have learned from some members of their families. Ask them how often they see their parents and what is the longest span of time they have gone without seeing them?

Connect to Vermont: Ask students to consider what it may feel to be thousands of miles away from their parents, siblings, aunts, cousins, pets. Use this thematic connection to hone in on the challenges of distance that dairy farmers struggle with daily for years. Immigrating to the US for work, fathers are often separated from children, wives from husbands, friends from friends. Create opportunities for understanding here and arrange a trip to a local dairy farm where students can talk to workers about their families back home, or meet the children of dairy farmworkers.

Theme 3: Social Power

César Chávez dedicated his life to creating change. One by one he convinced people to join his cause. He formed an organization of farmworkers and together they demanded better pay and working conditions. Define the word strike. Discuss what a community can do to accomplish goals by joining and organizing together.

Connect to Vermont: What is the migrant farmworker community doing in Vermont? Have you ever seen a protest? Does Migrant Justice, based on the article in the Activity packet, seem like a well- organized, courageous group? Who has the most social power in the dairy industry?

Theme 4: Prejudice

While César was growing up, there were different rules for people of different races. Some stores and restaurants served only white patrons, and at school children of immigrants like César were not allowed to speak in their native language (Spanish, Chinese, etc). Discuss how prejudice caused César to hate school.

Ask students to list ways in which prejudice hurts people.

Connect to Vermont: Discuss Vermont's non-biased approach to immigration enforcement. Discuss the fact that simply hearing someone speak Spanish gives ICE reason for suspicion – what prejudice is this? Define prejudice (a preconceived opinion that is not based on reason or actual experience) and the complicated, pervasive ways it enters our daily lives. Have you ever experienced prejudice? What did it look like? How did you respond?



Level 1. Elementary School

Lesson 2. Key Concepts and Ideas about Farmworkers

The videos supporting this unit offer an accessible introduction to the milk cycle. Appropriate for elementary school students, it is an effective way to introduce the classroom to dairy farms and dairy's significance in Vermont. This plan provides avenues to talk about dairy farmworkers and embeds students into Vermont dairy by increasing their factual knowledge and human awareness. This lesson plan is not necessarily sequential to Lesson 1, but is rather a different approach to cover the material. They can be used together or individually.

Grade: 2-5

Concentration Area: Civics; History

Time Required: 1-2 days for entire lesson

Materials:

Computer with internet access

Paper and pencils

Vocabulary list (provided at the end of this lesson; L1.L2.A1)

Projector or whiteboard

Common Core Standards:

This lesson plan can be used to fulfill an array of standards in the Literature, Informational Text, Speaking & Listening, Language, and Foundational Skills. Some potential standards to target include

CCSS.ELA-LITERACY.L.3.4 and 3.4D: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies; Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

CCSS.ELA-LITERACY.RL.3.1 and 3.3: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CCSS.ELA-LITERACY.SL.3.1 and 3.2: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.; Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.RL.4.2 and 4.3: Determine a theme of a story, drama, or poem from details in the text; summarize the text; Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-LITERACY.RI.4.3, 4.7, 4.9: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.; Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain

how the information contributes to an understanding of the text in which it appears; Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Preparation:

Please refer to Appendix A for a list of readings that will help you better understand migrant labor in Vermont. The resources we provide should help you facilitate discussion and respond to any questions students may have. Review the “Journey of Milk” video and the trailer for “Under the Cloak of Darkness.” Note where you should pause to discuss with students.

- Dairy Council of California. 2015. *Journey of Milk*.
<https://www.youtube.com/watch?v=MjfJuvnQtiM> (duration 5 minutes)
- Jackson, B. 2008. *Under the Cloak of Darkness*.
<https://www.youtube.com/watch?v=Jpuh7wwjfh0&t=1s> (duration 3 minutes)

Keep these videos on your browser for easy access during the lesson.

If you would like to invite a dairy farmer to class, coordinate that visit well in advance. It could be a good opportunity for the students to discuss the video and processes they learn about with a farmer.

Procedure:

1. Ask students what they know about dairy farming in Vermont. Talk about their favorite dairy products. If they don’t eat dairy, ask them if there’s a particular reason. Ask them if they have ever seen a dairy farm. If you have a personal anecdote about an experience on a dairy farm, share it with the class.
2. Play the “Journey of Milk”:
 - a. Emphasize the human hands that attach the milking machine (2:48). Encourage your students to think about who is doing the work to feed, clean, and milk the cows. Ask your students: Do you know any dairy farmworkers? Do you know anybody who lives on a dairy farm?
3. After briefly discussing the questions above, show students the “Under the Cloak of Darkness” trailer:
4. Discussion Questions for “Under the Cloak of Darkness” trailer
 - a. What are the workers doing?
 - b. Who are the workers?
 - c. Do they seem happy?
 - d. Would you want to do this too?
 - e. What do you imagine it feels like to be a farmworker?
 - f. Do you think it is easy to move from their homes to work in Vermont?
5. Students interview another student who has moved homes more than once. Ask students to find out what the other student felt like. Have them find out what they liked about moving and what they did not like about moving. Ask them what it felt like to enter a new school, especially if they moved during the school year after school had already started.

6. Have students find out if the school has any special programs for new students entering the school after school has already been started. If not, have students develop a program that might help new students adjust to their new school.

L1.L2.A1: Vocabulary List for César Chávez Unit³

Immigration: to come into a country to live there.

Border: a line separating one country or state from another; a boundary between places.

Citizen: a person who legally belongs to a country and has the rights and protection of that country; a person who lives in a particular place.

Immigration patrol: police who monitor people who enter or exit a country. Immigration patrol checks for documents that prove you are a citizen. Immigration patrol is oftentimes at the border.

Migrant workers: a person who goes from one place to another to find work.

Labor union: an organization of workers formed to protect the rights and interests of its members.

Nonviolent reform: using non-aggressive techniques (such as strikes, protests, or boycotts) to improve the condition of a person, place, institution, or group.

Strike: to stop work in order to force an employer to agree to demands.

Protest: to show or express strong disapproval of something at a public event with other people.

Boycott: to refuse to buy, use, or participate in (something) as a way of protesting; withdrawing financial support.

United Farm Workers: a farmworkers union started by César Chávez to force farm owners to improve working and living conditions of farm workers.

Migrant Justice: A group formed in 2009 that works to improve working and living conditions for migrant farmworkers in Vermont dairy. Members of Migrant Justice organizes for human rights and fairness. It is a collaborative group of people, primarily made up of the farmworker community, who discuss, analyze, and envision solutions to various problems with Vermont's dairy industry.

³ This vocabulary list is identical to the vocabulary list L1.L1.A1. since the terminology applies across units. This list was provided as a second appendix here so that it would be available if a teacher did not have access to the entire report.



Level 2. Middle School

Lesson 1. History of Migrant Labor in the United States and Vermont⁴

People settle in, or migrate to, new places. People make decisions on where to live for all kinds of reasons; some are pulled to a new destination, while others are pushed or blocked from leaving by factors beyond their control. The goal of this section is to build a foundation for a student's knowledge about migrant workers in the U.S. By providing background information on the push and pull factors of migration, students will understand what causes people to move from their homes in search of economic opportunity. Referencing the North American Free Trade Agreement (NAFTA) will provide a historical context for modern-day farmworker migrations although the focus should be on the greater social and economic motivators.

Objectives:

Learn about the history of migrant labor in the United States

- Understand the pull factors that create a demand for migrant labor in the U.S.
- Understand the push factors that encourage the migration of foreign born farmworkers

Grade: 6-8

Concentration Area: Social Studies; U.S. History

Time required: One 50-minute class period if students complete reading outside of class

Materials:

Index cards and marker; safety pins

Common Core Standards:

This lesson plan can be used to fulfill an array of standards in the Literature, Informational Text, Speaking & Listening, Language, and Foundational Skills. Some potential standards to target include:

CCSS.ELA-LITERACY.RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies (e.g. push and pull factors).

CCSS.ELA-LITERACY.RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.SL.7.1.A: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

⁴ The provided lesson plan was adapted from this source:
http://www.inmotionaame.org/education/lesson.cfm?migration=7&id=7_001LP

Preparation:

This list of suggested readings should help inform the teacher about the subject before it is shared with the class. Intended as a brief overview, these readings are only a sample of what is available on the topic. Any outside reading is always encouraged.

- eSchool Today. 2016. "What is Migration?" *eSchoolToday.com*.
<http://eschooltoday.com/migration/what-is-migration.html>
- National Farmworker Ministry. 2016. "Farmworkers & Immigration." *National Farmworker Ministry*. <http://nfwm.org/education-center/farm-worker-issues/farm-workers-immigration/>
 - Many of the links on this website can appear in the lesson plan as readings for students

Select from these possible readings for students:

- National Farmworker Ministry. 2016. "Farmworkers & Immigration." National Farmworker Ministry. <http://nfwm.org/education-center/farm-worker-issues/farm-workers-immigration>
- North Carolina Farmworker Institute. 2007. "Farmworkers and Immigration: Push and Pulls." <http://nfwm.org/wp-content/uploads/downloads/2011/06/us-immigration-fact-eng.pdf>

Procedure:

1. Introduce students to the unit:
 - a. Define for students "push factors" and "pull factors" in the context of immigration and migration.
 - b. Ask students to read the articles provided. Have students take notes under two columns: "Pull Factors to the U.S." and "Push Factors from Mexico."
 - c. Discuss the roles of economic factors, family ties, cultural attractions, political opportunity, educational opportunity, and the prospect of work for upward mobility. Record the pull factors and push factors on the board, a flipchart, or an overhead transparency. Then, ask students if there were any pull factors for Mexico and any push factors for the U.S. Record these as well.
2. Provide each student with an index card and designate one factor for him or her to copy. The student should label the top of the card with one of four categories: "Push-U.S.," "Push-Mexico," "Pull-U.S.," "Pull-Mexico." If students have also read about other migrations they can include them as well.
3. Have students safety pin the cards to their shirts and direct them to the appropriate ends of the classroom: "Pull-U.S." and "Push-Mexico" will work one end of the room, while "Push-U.S." and "Pull-Mexico" will work the other end of the room.

4. Once the room is divided, ask students whether the outcome of their movement was the same as what happened historically. If it was, they should decide what factors contributed to reaching the same outcome. If it did not, they should decide what factors caused the outcome to be different. Have students write their evaluations in a journal entry or paragraph.

Alternative Procedure: Divide students into small groups, and assign each group to read a story about migration trends within the United States, Asia, Europe and Latin America, or find their own stories in the archives of The New York Times. For each story, students can fill in an index card under the heading “Pushed,” “Pulled” or “Blocked,” summarizing the situation and posting it on a class map of the world. Each group can then present their findings to the class.

Assessment:

Ask students to write a paragraph stating whether the outcome of their classroom agreed with history and explaining how the number of push-pull caused either a similar outcome or a different outcome from the state of migrant labor today.



Level 2. Middle School

Lesson 2. Learning with Photos

Migrant workers on Vermont's dairy farms are critical for sustaining milk production in the state. They work long hours performing most of the manual labor on a farm. With low milk prices and rising expenses, farm owners depend on the help of migrant workers since it has become the only way to run a viable business. Discussing the role of migrant workers on Vermont's dairy farms is important because of the specific factors that contribute to these current problems. By helping students understand why Vermont's dairy industry depends on migrant labor, students will begin to piece together the co-dependence of migrant labor and agriculture in the U.S. Furthermore, going over data by the numbers and creating narratives around migrant workers on Vermont's dairy farms will lead to positive learning outcomes.

In order to understand the importance of migrant labor on Vermont's dairy farms, this lesson teaches students how to analyze a photo and to make inferences from it. By teaching students about the role of migrant workers through photos and other forms of media, students will begin to create narratives surrounding the lives of migrant laborers on dairy farms.

Objectives:

Learn about migrant workers in Vermont

- Understand why migrant workers come to Vermont to work on dairy farms
- Describe the role of a migrant worker on a Vermont dairy farm
- Understand the importance of migrant workers in Vermont's dairy industry

Grade: 6-8

Concentration Area: Social Studies; Communications

Time required: One 50-minute class period if students complete reading outside of class

Materials:

Computers with internet access or a color printer for photos

Common Core Standards:

This lesson plan can be used to fulfill an array of standards in the Literature, Informational Text, Speaking & Listening, Language, and Foundational Skills. Some potential standards to target include:

CCSS.ELA-LITERACY.RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

Preparation:

This list of suggested readings should help inform the teacher about the subject before it is shared with the class. Intended as a brief overview, these readings are only a sample of what is available on the topic. Any outside reading is always encouraged.

- Baker, D. 2013. "Latino Dairy Workers in Vermont." *Federal Reserve Bank of Boston*. <https://www.bostonfed.org/publications/communities-and-banking/2013/spring/latino-dairy-workers-in-vermont.aspx>
- Vermont Dairy Promotion Council. 2015. "Milk Matters: The Role of Dairy in Vermont." *Vermont Dairy*. http://vermontdairy.com/wp-content/uploads/2015/12/VTD_MilkMatters-Brochure_OUT-pages.pdf

Choose from these possible readings for students:

- Vermont Folk Life Center. 2016. "The Most Costly Journey." *The Vermont Community Foundation*. <https://www.vermontfolklifecenter.org/elviajemascaro-eng/>
- Vermont Dairy Promotion Council. 2015. "Milk Matters: The Role of Dairy in Vermont." *Vermont Dairy*. http://vermontdairy.com/wp-content/uploads/2015/12/VTD_MilkMatters-Brochure_OUT-pages.pdf

Procedure:

1. Provide an overview of Vermont's dairy industry in terms of scale, importance, and economic factors. Helpful visuals are available in "Milk Matters: The Role of Dairy in Vermont."
 - a. Establish why migrant workers are necessary for sustaining the production of milk in Vermont in terms of the supply and demand of labor, milk prices, and the push/pull factors covered in the previous lesson plan.
 - b. Discuss how students understand migrant workers in Vermont and how students perceive the role migrant labor plays in dairy production.
 - c. Base this introductory lesson on the information provided to educators and the suggested readings for students. Depending on the class and student body, presentation of this knowledge will vary.
2. Provide students with access to the Life on the Farm (<http://www.godairy.co.nz/life-on-the-farm/a-day-in-the-life>) and the Golden Cage Project (www.goldencageproject.org) websites.
3. Students work in small groups and begin with "Life on the Farm." As they go through the site, have them write down the connections they make between work on a farm and a migrant worker's role in the process.

4. Although this website is sponsored by the New Zealand dairy industry, the picture it paints of life on the farm is accurate to Vermont. Make sure students understand the overarching ideas and are aware of small differences between New Zealand and Vermont.
5. Next, have the students explore the Golden Cage Project website by clicking through all the photos and reading the captions accompanying each image. Interviews of dairy workers are also available and can be used in this lesson if audio is a possibility.
6. As students progress through the Golden Cage Project, have them select three photos they find most compelling. On a piece of paper, have the students record which photo they selected, the quote accompanying it, and why they think that image and information is important to the lesson and the theme of migrant workers being significant to dairy farms.
7. Bring the class back together and have the students share the images and stories they found to be most important. From these student observations, see if anyone can identify common themes from the class and why this might be significant in understanding the role of migrant workers in Vermont.
8. Relate the discussion to “The Most Costly Journey” comics students read before class. Have students make connections across the topics of migration, need for labor, and life on a dairy farm. Use this discussion to begin guiding students’ thoughts towards the overarching themes of the curriculum.

Assessment:

Ask students to write their own comic describing the role of a migrant worker on a dairy farm in Vermont. This should reflect the learning objectives of this lesson plan by relating to the photos analyzed in class and the relationship between farm owners and migrant workers. Students should also write a short paragraph accompanying this comic describing what they learned and what they found most interesting.



Level 2. Middle School

Lesson 3. Challenges Migrant Workers Face on Vermont's Dairy Farms⁵

The purpose of this section is to focus on the day-to-day life of a migrant worker on a Vermont dairy farm. Hearing stories from migrant workers around Vermont will help students consider farm work from the perspective of a migrant laborer. Through this, students will see the reality of working and housing conditions for migrants on dairy farms. Students will also see the isolation most migrant workers experience in Vermont, the ways they are hidden from public view, and the reasons behind this isolation and invisibility. The end goal of this lesson is to establish constructive ideas that would lead to positive changes for migrant workers' rights and migrant justice.

This lesson plan is best used with the narratives shared in *Hide* as a way to introduce or reinforce the challenges migrant workers face by working on dairy in Vermont. Students will have the opportunity to write about and share the themes present in the documentary. Important points should be discussed in depth as a way to broaden the perspectives of students.

Objectives:

Learn about the challenges facing migrant workers in Vermont

- Understand why migrant workers are generally isolated and invisible to the public
- Describe the working and housing conditions of a migrant worker in Vermont
- Establish ideas that would lead to positive changes for migrant workers' lives

Grade: 6-8

Concentration Area: Social Studies; Civics

Time required: One 50-minute class period if students complete reading outside of class

Materials:

- Projector, computer, internet
- *Hide* Documentary, 2014 (full film - 31 minutes): <https://vimeo.com/92736899>
- *Hide* Documentary Worksheet (provided at the end of this lesson; L2.L3.A1)

Common Core Standards:

This lesson plan can be used to fulfill an array of standards in the Literature, Informational Text, Speaking & Listening, Language, and Foundational Skills. Some potential standards to target include:

⁵The provided lesson plan was adapted from this source: <http://www.teachwithmovies.org/guides/film-study-worksheet-documentary.html>

CCSS.ELA-LITERACY.RH.6-8.: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Preparation:

This list of suggested readings should help inform the teacher about the subject before it is shared with the class. Intended as a brief overview, these readings are only a sample of what is available on the topic. Any outside reading is always encouraged.

- Kramer, E. 2014. *Hide*. <https://vimeo.com/92736899>
 - The full documentary of *Hide* (length: 31 minutes)
- Migrant Justice. 2016. "Milk With Dignity Campaign." *Migrant Justice*.
<http://www.migrantjustice.net/milk-with-dignity>

Select a reading for students. Some options:

- Migrant Justice. 2016. <http://www.migrantjustice.net/> (explore the website)
- Picard, K. 2003. "Green Mountain Campesinos." *Seven Days*.
<http://www.sevendaysvt.com/vermont/green-mountain-campesinos/Content?oid=2127711>

Procedure:

1. Introduce the documentary in the context of migrant workers in Vermont and the challenges they face on and off the farm.
 - a. Use the documentary's description to provide some background on what the students are about to watch.
 - i. "*Hide* takes us inside the daily lives of several migrant dairy workers from Latin America who sustain Vermont's iconic dairy farms and working landscapes. *Hide* illuminates the feelings and experiences of the hidden lives of migrant farmworkers—feelings of isolation, fear, lack of recognition and sometimes hope. Using an unusual narrative form, the film combines original music, obscured images, and multi-voiced narration to provide an intimate glimpse at the daily lives of migrant workers and their fight for dignity."
 - b. Discuss what students might expect to see or gain from the film. Encourage open perspectives and sensitivity to the roles of economic factors, family ties, cultural differences, security, segregation, discrimination, political opportunity, and the nature of dairy work in general.
2. Provide each student with a copy of the "*Hide* Documentary Worksheet" (provided at end of lesson; L2.L3.A1) and have the class read through the questions before starting the film.

3. Start the film and allow students to answer the questions as they watch by pausing the film intermittently or taking breaks for questions.
4. Once the film is over, go over the questions with the class and expand on the important topics discussed in the documentary. Encourage open discussion and time for everyone to express their ideas by sharing what they learned about migrant workers on Vermont's dairy farms.
5. End the discussion with solutions for change and how the students can play an active role in supporting Migrant Justice. Refer to "The Suggested Readings for Educators" for information on Migrant Justice's success in advocating for migrant rights.

Important Note:

Although this lesson shows the reality of the conditions migrant workers endure, the purpose of this lesson plan is not intended to focus solely on negative narratives. Instead, the documentary should serve as a jumping off point for discussions about the success of Migrant Justice and the reasons behind this positive change.

Assessment:

Evaluate students on the completeness of their answers and their participation in class discussion.

L2.L3.A1: *Hide* Documentary Worksheet (middle school)

Hide Documentary Worksheet

Read the questions before you watch the film so that you will know what to look for while you watch. At breaks during the showing or at the movie's end, you will have an opportunity to make short notes in the spaces provided. If you make notes while the movie is playing, make sure that your note taking does not interfere with carefully watching the film. You do not need to make any notes on the worksheet, but after the movie is over, you will be required to fully respond to the questions.

Complete the assignment by answering each question in paragraph form. Answers need to be complete and comprehensive, demonstrating that you paid attention to and thought thoroughly about the film. You may use more than one paragraph if necessary. Be sure that the topic sentence of your first paragraph uses key words from the question. All responses should be in complete sentences using proper spelling, grammar, and punctuation.

1) Write the title of the film and the year it was released. Then briefly describe what the film is about.

2) Identify the people, places, and issues that are the focus of this film. Describe and clarify the significance of each.

3) List six facts described in the film that impressed you and explain how each fact relates to the theme of migrant workers in Vermont.

4) How did the filmmakers try to convince you of the position that the film supports? Look for data, emotionally-charged language and evidence of prejudice.

5) Describe an aspect of the film that showed you something you had not seen before.

6) Describe an aspect of the film that caused you to think in a new way.

7) How did the film help you understand something more thoroughly than before?

8) Was there anything that you saw or heard in the film that seemed out of place?

9) What particularly appealed to you in the presentation of the film, such as the way particular scenes, images, or sounds were presented?

10) Did the film change your mind about any aspect of migrant workers on Vermont dairy farms? What information, argument or persuasive technique caused you to change your mind?

11) If someone asked you whether you would recommend this film to a friend, how would you respond? Fully explain your reasons.

Level 3. High School

Lesson 1. How Do Public Policies Affect the Lives of Migrant Workers?

The goal of this lesson is to analyze how existing immigration and labor policies in Vermont affect migrant workers. It will facilitate conversations in lessons 2 and 3 and assigns a night of homework for students to research Vermont legislation. This lesson is designed specifically for upper high school students with an eye towards the future, when they will soon be old enough to vote and can exercise certain kinds of political power.

Objectives:

Learn about existing immigration and labor policies that affect migrant farmworkers' lives

- Realize that migrant farmworkers face challenges due to existing immigration and labor policy in the US
- Empathize with people who face different challenges than the students might have previously encountered and recognize the ways that someone's identities might make it harder for them to solve their problems.
- Understand how broader political systems that no single individual has control over can impact someone's life.

Grade: 9-12

Concentration: Government; Civic Engagement

Time: 70 minutes

Materials: Whiteboard & markers

Common Core Standards:

This lesson plan can be used to fulfill an array of standards in the Literature, Informational Text, Speaking & Listening, Language, and Foundational Skills. Some potential standards to target include:

CCSS.ELA-LITERACY.SL.11-12.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives

CCSS.ELA-LITERACY.SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development,

substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Preparation:

This list of suggested readings should help inform the teacher about the subject before it is shared with the class. Intended as a brief overview, these readings are only a sample of what is available on the topic. Any outside reading is always encouraged.

- Green Mountain Dairy Farmers. 2015. “Vermont Farm Labor Wage, Hour, and Housing Fact Sheet.” *University of Vermont*.
<https://www.uvm.edu/vtvegandberry/VermontFarmLaborWageAndHousingFactSheet.pdf>
 - Minimum wage: agricultural workers are exempt from Vermont’s minimum wage laws.
- U.S. Citizenship and Immigration Services. 2016. “H-2A Temporary Agricultural Workers.” *Department of Homeland Security*. <https://www.uscis.gov/working-united-states/temporary-workers/h-2a-temporary-agricultural-worker>
 - Visas: H-2A visas are only for temporary/seasonal work, so dairy workers cannot apply for them, since dairy work is year-round.
- Carle, D. 2011. “Leahy Leads Bipartisan Effort to Reform Visa Program.” *U.S. Senator Patrick Leahy of Vermont*. <https://www.leahy.senate.gov/press/leahy-leads-bipartisan-effort-to-help-dairy-workers>

Procedure

1. Ask students to write about a time when they had a problem. How did they fix it? Did they ask for help? If it was caused by a person or group of people, did they go to them and ask them to stop? When the student took action, did they feel confident that they would not get into bigger trouble for trying to solve their problem?
2. Make parallels between the ways in which students and migrant workers solve problems. This should highlight the dilemma migrant farmworkers face, where speaking up may draw negative attention to themselves and they may risk consequences like deportation.
3. Break students up into small groups and ask them to brainstorm ways that migrant workers could fix some of their problems and combat the challenges they face in addressing pertinent issues. Use the list of challenges students generated in “What is Intersectionality?” (Lesson 3) and the following prompts to guide the class’ discussion.
 - a. If the students were migrant workers, what kinds of things would they want to happen to make their lives better?
 - b. What non-political pathways could migrant workers use to achieve their goals?
 - c. What political pathways could migrant workers use to achieve their goals?
 - d. Are there issues that warrant different responses? What would these responses look like and how would one go about implementing them?

- e. Ask students to keep in mind the introductory reflections, especially about whether trying to speak up and fix your problem might make it worse by drawing attention to yourself.
4. Bring the class back together and have someone from each group write their possible solutions next to each challenge. If there are any challenges without a solution, take some time to brainstorm ideas that might work.

Part 1. Homework

Ask students to research existing solutions to the challenges migrant workers face in Vermont. Each student should select two specific examples of legislation that they will share with the class. Have the students evaluate the origin, implementation, and effectiveness of their examples. Possible policies include:

- The H-2A Program: This visa program protects seasonal farm workers by guaranteeing fair wages, reasonable hours, and standards of living. The application of H-2A visas in Vermont appears mostly with Jamaican apple pickers. Students can draw on the fact that dairy workers do not have any available visa programs that inherently protect their rights because the dairy industry is a year-round job.
- Driving Privilege Card: Recent legislation made it possible for undocumented migrant workers to obtain a Vermont state driver's license. This grants undocumented farm workers a degree of mobility they did not have before and it represents a significant victory in Migrant Justice's work.
- Bias-Free Policing: The Middlebury Police Department implemented a new policy to stop profiling people who appeared to be of Latin American descent. This was a response to the unwarranted detainment of migrant workers based on racial profiling. Students can use this to discuss the progressive nature of some towns and the implications it has for other legal authorities around the state.
- Minimum Wage Laws: Depending on the size of the farm, workers may be exempt from receiving Vermont's minimum wage, which is higher than the federal standard. Students can discuss whether minimum wage laws and the enforcement of them is necessary for workers to have a dignified standard of living.
- Housing and Work Conditions: Though there are legal standards for housing and workplace conditions, they may not always be enforced properly. Students can discuss how standards might be better enforced, or ways to convince farmers to meet the standards.
- Milk With Dignity: Milk With Dignity is one of Migrant Justice's campaigns. The organization is working with Ben and Jerry's to develop and uphold standards for the farms they buy milk from. This relates to the ongoing challenges migrant workers face with wages, hours, and working conditions.
- Congressional Quarterly Almanac: <https://library.cqpress.com/cqalmanac/>
- Vermont Online Statutes library: <http://legislature.vermont.gov/statutes/>

Part 2. How do Public Policies Affect the Lives of Migrant Workers?

1. At the beginning of class, ask students to discuss their findings with a partner to get an in-depth review of what their peers discovered.
2. Next, have students share the policies they found with the class so that everyone can see what solutions already exist, what ideas have potential, and the areas where future work is needed.
3. Lead into a discussion about immigration and labor policies. This discussion is up to the discretion of the teacher in order to provide flexibility and adaptability to the current political climate. Ideally, this will allow students to openly share their thoughts by moving past superficial analysis into deeper questions about their positionality and feelings about necessary change. Ask students if they have any personal connection to migrant workers, or if they are keenly attentive to issues of immigration policy. Ask students what they felt about the 2016 campaign rhetoric surrounding immigration; what do they feel about their community's general treatment of and conversations around migrant workers. Do they talk about these issues with their family or friends?
4. As the conversation runs its course, open the discussion up to the more nuanced perspectives of the American populous. Emphasize to students that some U.S. residents are resistant to the nation's rapidly changing demographic. Mark Potok of the Southern Poverty Law Center described this as the "most important driver in the growth of hate groups and extremist groups over the last few years."⁶ Ask students if they have any personal experiences with people who strongly resist groups unlike themselves. Have they ever met someone who seems hesitant to associate with non-white community members? How might these experiences impact migrant workers in Vermont? Do you imagine migrant workers feel unwelcome, considering they are a part of the nation's "rapidly changing demographic"?
5. Given the amount of time remaining, ask students to read "America's Uneasy 'Browning,'" or have them read it ahead of time so that there is more time for discussion.
 - a. Page, C. 2012. "America's Uneasy 'Browning.'" *Chicago Tribune*.
http://articles.chicagotribune.com/2012-05-23/news/ct-oped-0523-page-20120523_1_white-census-bureau-stew
6. Talk about the article as a class, highlighting what was disturbing, surprising, and positive.
 - a. For example, the article quotes a blogger known only as Roger, who says, "The USA is being transformed by immigrants who have high rates of illiteracy, illegitimacy and gang crime, and they will vote Democrat when the Democrats promise them more

⁶ http://articles.chicagotribune.com/2012-05-23/news/ct-oped-0523-page-20120523_1_white-census-bureau-stew

food stamps.” Former District of Columbia Mayor Marion Barry, now a City Council Member, also suggested that Asian business owners in his ward “ought to go.”

7. For homework, ask students to write a letter to Roger responding to his claims. Share facts and evidence from scholarly articles and previously studied sources, share personal opinions based on individual knowledge and experience. Tell students to tie in Vermont dairy farmworkers to their letter, highlighting their integral role in Vermont’s economy and community.

Level 3. High School

Lesson 2. Challenges Migrant Workers Face on Vermont's Dairy Farms⁷

Migrant labor is a crucial, but often overlooked facet of Vermont's dairy industry. Migrant workers are often overworked, underpaid, and face a variety of challenges, including those related to their immigration status as a result of state and federal public policies. The purpose of this section is to focus on the day-to-day life of a migrant worker on a Vermont dairy farm. Hearing stories from migrant workers around Vermont will help students consider farm work from the perspective of a migrant laborer. Through this, students will see the reality of working and housing conditions for migrants on dairy farms. Students will also see the isolation most migrant farmworkers experience in Vermont, the ways they are hidden from public view, and the reasons behind this isolation and invisibility. The goal of this lesson is to establish the contextual information required for further discussion of migrant workers' rights and understand the social and political reasons for their relative lack of power.

This lesson plan is best used with the narratives shared in *Hide* as a way to introduce or reinforce the challenges migrant workers face by working on dairy in Vermont. We suggest showing *Hide* at middle and high school levels because of the new perspective students may gain with age. Students may approach the lesson with some baseline understandings that allows them to focus more on the nuances and complexities of these issues. Students will have the opportunity to write about and share the themes present in the documentary. Important points should be discussed in depth as a way to broaden the perspectives of students.

Objectives:

Learn about the challenges facing migrant workers on Vermont's dairy farms

- Understand why migrant workers are generally isolated and invisible to the public
- Describe the working and housing conditions of a migrant farmworker in Vermont
- Establish ideas that would lead to positive changes in migrant farmworkers' lives

Grade: 9-12

Concentration Area: Government; Civics

Time required: One 50-minute class period if students complete reading outside of class

⁷The provided lesson plan was adapted from this source: <http://www.teachwithmovies.org/guides/film-study-worksheet-documentary.html>

Materials:

- Projector, computer, internet
- *Hide* Documentary, 2014 (full film - 31 minutes): <https://vimeo.com/92736899>
- *Hide* Documentary Worksheet (provided at the end of this lesson; L3.L1.A1)

Common Core Standards:

This lesson plan can be used to fulfill an array of standards in the Literature, Informational Text, Speaking & Listening, Language, and Foundational Skills. Some potential standards to target include:

CCSS.ELA-LITERACY.RH.6-8.: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Preparation:

This list of suggested readings should help inform the teacher about the subject before it is shared with the class. Intended as a brief overview, these readings are only a sample of what is available on the topic. Any outside reading is always encouraged.

- Kramer, E. 2014. *Hide*. <https://vimeo.com/92736899>
 - The full documentary of *Hide* (length: 31 minutes)
- Migrant Justice. 2016. "Milk With Dignity Campaign." *Migrant Justice*. <http://www.migrantjustice.net/milk-with-dignity>

Select a reading for students. Some options:

- Migrant Justice. 2016. <http://www.migrantjustice.net/> (explore the website)
- Picard, K. 2003. "Green Mountain Campesinos." *Seven Days*. <http://www.sevendaysvt.com/vermont/green-mountain-campesinos/Content?oid=2127711>

Procedure:

1. Introduce the documentary in the context of migrant justice and the challenges migrant workers face on and off the farm.
 - a. Use the documentary's description to provide some background on what the students are about to watch.
 - i. "*Hide* takes us inside the daily lives of several migrant dairy workers from Latin America who sustain Vermont's iconic dairy farms and working landscapes. *Hide* illuminates the feelings and experiences of the hidden lives of migrant farmworkers—feelings of isolation, fear, lack of recognition and sometimes hope. Using an unusual narrative form, the film combines original

music, obscured images, and multi-voiced narration to provide an intimate glimpse at the daily lives of migrant workers and their fight for dignity.”

- b. Discuss what students might expect to see or gain from the film. Encourage open perspectives and sensitivity to the roles of economic factors, family ties, cultural differences, security, segregation, discrimination, political opportunity, and the nature of dairy work in general.
6. Provide each student with a copy of the *Hide Documentary Worksheet*” (provided at the end of this lesson; L3.L1.A1) and have the class read through the questions before starting the film.
7. Start the film and allow students to answer the questions as they watch by pausing the film intermittently or taking breaks for questions.
8. Once the film is over, go over the questions with the class and expand on the important topics discussed in the documentary. Encourage open discussion and time for everyone to express their ideas by sharing what they learned about migrant workers on Vermont’s dairy farms.
9. End the discussion with solutions for change through policy and how the students can play an active role in supporting Migrant Justice. Refer to “The Suggested Readings for Educators” for information on Migrant Justice’s success in advocating for migrant rights.

Important Note:

Although this lesson shows the reality of the conditions migrant workers endure, the purpose of this lesson plan is not intended to focus solely on negative narratives. Instead, the documentary should serve as a jumping off point for discussions about the success of Migrant Justice and the reasons behind this positive change.

Assessment:

Evaluate students on the completeness of their answers and their participation in class discussion.

L3.L1.A1: *Hide* Documentary Worksheet (high school)

***Hide* Documentary Worksheet**

Read the questions before you watch the film so that you know what to look for while you watch. At breaks or at the movie's end, you will have an opportunity to make notes in the spaces provided. Make sure that note taking does not interfere with carefully watching the film. You do not need to make any notes on the worksheet, but after the movie is over, you will be required to fully respond to the questions.

Complete the assignment by answering each question in paragraph form. Answers need to be complete and comprehensive, demonstrating that you paid attention to the film and thought about what was shown on the screen. You may use more than one paragraph if necessary. Be sure that the topic sentence of your first paragraph uses key words from the question. All responses should be in complete sentences using proper spelling, grammar, and punctuation.

1) Write the title of the film and the year it was released. Then briefly describe what the film is about.

2) Identify the people, places, and issues that are the focus of this film. Describe and clarify the significance of each.

3) How did the filmmakers try to convince you of the position that the film supports? Look for data, emotionally-charged language, and evidence of prejudice.

4) List three facts described in the film that impressed you. Do these facts connect to legislation in Vermont?

5) Describe an aspect of the film that showed you something you had not seen before.

6) Describe an aspect of the film that caused you to think in a new way

7) How did the film help you understand migrant labor more thoroughly than before?

8) Was there anything that you saw or heard in the film that seemed out of place?

9) If someone asked you about legislation regarding migrant workers, how would you respond? What would you want people to know or think about? Has this film influenced how you think about this problem?



Level 3. High School

Lesson 3. What is Intersectionality?

This lesson will help students understand the complexity of how labor and immigration issues overlap with each other. The first activity is about *intersectionality*, the idea that the layering of an individual's different aspects of identities can create unique challenges that are not fully addressed by only engaging with one aspect of identity. Once students have a clear grasp of intersectionality, they will do an activity to analyze whether there are adequate public policies in place to support migrant farmworkers' needs and how policies could be improved.

The main goal of this lesson is to help students recognize that there are many facets of "identity." Race, religion, nationality, and gender, are all examples of facets of someone's identity. When someone is defined by only one particular aspect of all of their identities, it can be challenging to adequately address all their needs. Intersectionality is about recognizing that the whole of someone's identity is greater than the sum of all the facets of it.

Objectives:

- Learn about *intersectionality*, the idea that multiple aspects of someone's identity interact in a specific way to create unique challenges that can't always be seen when looking for one aspect only
- Understand that because migrant workers are lower class *and* immigrants *and* usually people of color, they have differing levels and kinds of power than others do

Grade: 9-12

Concentration Area: Civic Engagement

Time required: 90 minutes

Materials:

Whiteboard & markers

Common Core Standards:

This lesson plan can be used to fulfill an array of standards in the Literature, Informational Text, Speaking & Listening, Language, and Foundational Skills. Some potential standards to target include:

CCSS.ELA-LITERACY.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Preparation:

This list of suggested readings should help inform the teacher about the subject before it is shared with the class. Intended as a brief overview, these readings are only a sample of what is available on the topic. Any outside reading is always encouraged.

- Teaching Tolerance. 2016. “Teaching at the Intersections.” *Teaching Tolerance*.
<http://www.tolerance.org/magazine/number-53-summer-2016/feature/teaching-intersections>
 - How to teach with an intersectional lens, and how to teach about intersections of identity to students
- Teaching Tolerance. 2016. “Acting Locally.” *Teaching Tolerance*.
<http://www.tolerance.org/lesson/acting-locally>
 - Challenges migrant workers face as a result of the combination of their marginalized identities

Procedure:

1. Ask students to define “identity.” Have everyone write what they think it means on a sheet of paper.
 - a. Under their definition of identity, ask everyone to write a few examples of identities.
2. Have students break into small groups of 4-5. Give each group a large sheet of paper and some markers.
3. Assign each group an identity, such as “white person” or “woman.” Ask them to write down both privileges and challenges that they might face.
4. After 20 minutes, have students from each group share their notes with the rest of the class. Make a Venn diagram on the whiteboard, with each group’s identity as a different circle and having all of these circles overlap at at least one point. Write in the challenges that the students came up with, writing them in the overlapping parts if someone with both identities would face it.
5. Point out that someone with several marginalized identities faces more challenges than someone with only one marginalized aspect of identity. Also point out privileged identities and the different perspectives someone might have who comes from an advantaged background.
6. Repeat this activity one more time, this time assigning the groups to identify challenges of being “immigrants,” “low income workers,” “people of color,” and “women.”
7. Use this to lead into a discussion of imagining what it is like to be a migrant worker who is a person of color in a very white state, and who is working a job that is very demanding yet pays little.
 - a. Facilitating Questions

- i. How are the lives of migrant workers who are people of color different than the lives of dairy workers who are white and are American citizens?
- ii. What resources can the latter group access that the former cannot?
- iii. How does the fact that someone is a recent immigrant relate to the kind of job they are able to get hired to do? Is there a causal relationship there?

Assessment:

Students take out their original piece of paper with an identity defined on it. Ask them if they would change how they define it. Have them modify their definitions, if needed. Now, ask them to write down a definition of “intersectionality.” Have students turn to a partner next to them and discuss how intersectionality is relevant in their own lives and to migrant farmworkers in Vermont. How do intersecting identities make it relatively easier for some and more difficult for others to improve their own lives? What have students learned about identity, intersectionality, justice, migrant labor, and themselves?

Curriculum Wrap-up:

After completing these lessons on migrant labor in Vermont’s dairy industry and related public policies, students should be able to recognize the ways that these farmworkers’ lives are connected to their own. The first way is that someone’s identity is constructed in relation to other people’s identities. For example, boy and girl, teacher and student, Vermonter and Mainer. Students should see the relationship between their identities and migrant farmworkers’ identities. The second way is how that relationship manifests in power. Because of the way identities are linked, actions are too. When students exercise power, such as through political activities like voting, that impacts migrant workers’ lives. Likewise, when migrants work on dairy farms, they have an impact on students’ lives by making the food available for purchase in stores.

In order to continue engagement with the Vermont landscape and the people here, we suggest that teachers continue to integrate this kind of justice-oriented and place-specific learning in later units or assignments. A few ways to follow-up with this unit include: making creative works like videos in a film class, writing a paper about Migrant Justice’s current campaigns, or starting an afterschool club to support farmworkers.

Conclusion

It's been a long, and sometimes frustrating semester. We knew that taking on this project would be difficult, but each of us chose this group because we felt that the environmental, political, and economic implications of learning more about migrant farmworkers in Vermont was important and urgent. The lack of recognition of their work stands in stark contrast to the crucial role they play in supporting the dairy industry, and in turn, Vermont's economy. Through our collaborative process with our community partner, Migrant Justice, we have practiced how to be allies of migrant farmworkers and learned ways to use our various skills like graphic design, podcast creation, and public outreach to support the organization's work. We hope that the educational materials we have developed will generate more awareness about migrant workers and the challenges they face, and subsequently inspire people to work in solidarity with farmworkers. Especially in the wake of the election of Donald Trump as the President of the United States, the work of organizations such as Migrant Justice has become even more crucial to ensure the rights and dignity of all people are upheld, including migrant workers.

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Appendix A: Resources for Educators

General Resources

Migrant Justice:

<http://www.migrantjustice.net/resources>

On this site you can find updated articles about Vermont's farm workers and Migrant Justice's work in the state. Their resources section includes an array of educational materials for teachers, and classroom friendly substance as well (documentaries and accompanying lesson plans, suggestions for educators, and in-depth looks into the happenings of Migrant Justice). This is useful because teachers may supplement or add to materials we provide below. More importantly, this site helps to keep educators up to date on the current state of affairs in Vermont's dairy industry - essential to a thoughtful place-based approach to this curricula.

VT Farm to Plate:

<http://www.vtfarmtoplate.com/atlas>

VT Farm to Plate has done an incredible job of designing, educating, and implementing plans for a fortified food system. Their atlas offers an amazing resource to visualize Vermont's agricultural landscape. This could be a strong resource in the classroom - not only the atlas, but the site in general - because of its in-depth, extensive analysis and policy approach to food systems.

JUNTOS:

<https://middlebury.collegiatelink.net/organization/juntosorg>

JUNTOS is a student ally group at Middlebury College who stand in solidarity with local farm workers. JUNTOS engages in educational and social outreach, developing strong relationships with the farm worker community in order to help them attain just living and working conditions. This site is useful to stay up to date with community level efforts to develop relationships with the farmworker community. It may serve as a contact point for future collaborations between the College and classrooms of all levels around the county.

Teaching Tolerance:

<http://www.tolerance.org/>

Teaching Tolerance strives to reduce prejudice and improve intergroup relations through school experiences. The site provides easy-to-integrate materials for K-12 educators: lesson plans and classroom activities are aligned to national standards, and professional development resources enable educators to better engage with social justice in their classrooms.

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Appendix B: Pre-Lesson Worksheet

Name: _____

Date: _____

Unit: _____

I think I know ...	Confirmed?	Exciting new information	Wonderings	Action – What will I do with this new knowledge?